

## Relationship Between Entrepreneurship Competency Education and Employment Creation

**Nwaobilor, Benjamin.O & AGBO, G.O (Ph.D)**  
Department of Business Administration,  
Michael Okpara University of Agriculture Umuahia  
Ikoroike@gmail.com  
DOI: 10.56201/wjeds.v9.no4.2024.pg124.140

---

### **Abstract**

*The study was designed to examine entrepreneurship competency education and employment creation. The specific objectives of the study are to determine if entrepreneurship competency is a vital ingredient for self-employment, determine if the course content of entrepreneurship studies is adequate ingredient for self-employment, discover the utilization of the courses studied in encouraging self-employment, Find out if the performances of those without entrepreneurship education are better than those with entrepreneurship knowledge and ascertain how to encourage entrepreneurship education in country's school system. The population of the study comprised of 477 students of Entrepreneurial studies Department of Michael Okpara University of Agriculture, Umudike and students of Entrepreneurship Development Centre (EDC), Abia State Polytechnic Aba. The sample size of 218 was determined with Taro Yamane Formular. Data for the research was collected through primary and secondary source. Data was analyzed using frequencies table and percentages while using simple regression analysis for the testing of hypotheses and four hypotheses was tested. Findings revealed that there is positive and significant relationship between course content and employment creation. Therefore accept H<sub>1</sub> and reject H<sub>0</sub>, that there is positive and significant relationship between utilization and employment creation. Therefore, accept H<sub>1</sub> and reject H<sub>0</sub>, that there is positive and significant relationship between performance and entrepreneurship knowledge. Therefore accept H<sub>1</sub> and reject H<sub>0</sub> and that there is positive and significant relationship between education and school system. Therefore, accept H<sub>1</sub> and reject H<sub>0</sub>. The study concluded that inclusion of entrepreneurship course in all discipline will to a great extent; assist in solving this problem of unemployment and underemployment. The study recommended that government at all levels should often organize well-articulated and moderated workshops, seminars and conferences on entrepreneurship programmes for teachers and students in tertiary education. The identified entrepreneurship competencies should be incorporated into the education programmes of tertiary institutions so that they could be used to prepare the students for entrepreneurship, among others.*

**Keywords:** *Entrepreneurship, Competency, Education, Employment and Creation*

---

## INTRODUCTION

One of the major aims of technical education is to prepare the recipients of the programme for the world of work. It is highly needed at this point that the world civilization is facing some challenges in this 21<sup>st</sup> century-poverty being at the hub. It was in a move to tackle this problem, those world leaders in September 2000 at the United Nations Millennium summit which took place in New York, USA agreed to set a time bound of 2015 and measurable goals for fighting poverty, hunger, disease, literacy etc. The result was the eight popular Millennium Development Goals (MDGs). The road to achieving MDGs lies on the back of technical education. The key to achieving these aims is on imparting the students with relevant entrepreneurial skills and competences (Anthony, 2015).

The dynamics of the economic situation and the various measures taken by government at all levels had resulted in numerous economic predicaments: poverty, unemployment, high inflation and ultimately a declining standard of living. The trend has forced the government to stress on self-employment and self-reliance as an alternative to paid employment (Okoye, 2011). Transition from paid to self-employment will be impossible, or at best difficult where the student were not exposed to requisite entrepreneurship behavior needed to succeed in the jungle world of self-employment. It is necessarily essential to provide the relevant entrepreneurship competencies to the students as this will help in preparing them for self-reliance and improved economic power.

According to Nwachukwu (2012), competency is the ability to perform a task well, after learning and practicing what has been learnt. Entrepreneurship education is the ship needed to sail from one bank of the society called paid employment to another bank called self-employment, and for this to be achieved, teacher, that impart knowledge to the students, ought to be equipped through continuing education programme in entrepreneurship. Entrepreneurship education is a specialized training given to students to acquire skills, ideas and managerial abilities for self-employment (Affam, 2004).

Self-employment is an effective means of bringing about rapid economic development in developing countries like Nigeria. Entrepreneurship is creating and building something of value and distribution of those values and of benefits of individual groups, organizations and society (Isike and Overkaemo, 2008). It involves the individual's ability to turn ideas into profitable action, it has to do with the marriage between creativity, innovations and calculated moderate risk as well as ability to plan and manage projects to achieve set goals. Entrepreneurship can be defined as the willingness, skill, ability and capacity and drive necessary to harness all the available resources in order to achieve a given objective (Madu, Uzoechi, Agu and Kanu, 2000). It is a key competence for all helping young people to be more creative and self-confident in whatever they undertake. It is a process that results in creativity, innovation and growth and has to do with economic development task, the initiation of change, and the development of innovation, creative abilities and creation of enterprises for successful self-employment (Okoye, 2011).

Students should be equipped with entrepreneurship skills that will enable them, on graduation, to establish their own business enterprises, thereby not only being self-employed and self-reliant but also employer of labour. This is in consonance with the Federal government of Nigeria's National

Policy on Education (2004), which stated inter alia that the “national educational goals shall include the acquisition of appropriate skills and the development, of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society as a whole, and want to work for himself is called entrepreneur”

### **Statement of the Problem**

It has to be noted that an examination certificate is a mere official statement to show proof of academic achievement and for references in case of academic continuation. Graduates who want to enter active life should pause and consider the best ways and means of converting knowledge earned at school into cash or concrete things. Certificates perse are worth very little until the skills, qualities or talents they represent have been transformed into concrete achievements. It is rather unfortunate that we continue to overrate these printed papers. The situation is lamentable because of the hindsight displayed by graduates seeking for jobs and who generally believe that their plight is inadvertently the government’s creation or as a result of poor state machinery (Anthony, Vegirnia and Chinwe, 2012).

Hence, there is the need for a total overhauling of the educational systems of many less developed countries (CDCs). Many academic programmes are deficient vis-à-vis the needs of the contemporary socio-economy and lead to rising unemployment and poverty and misery, some of untold magnitude. This chaotic situation could be curbed if the syllabus of schools and tertiary institutions learning were innovated, re-engineered or re-designed to include disciplines or courses that build up the fighter-spirit needed for today and even tomorrow’s ineluctable battles of life, hence, the current emphasis on entrepreneurship education in Nigeria. Therefore, it is the thrust of this study to examine entrepreneurship competency educations and employment creation. Specifically, the objectives of the study included:

- i. Determine if the course content of entrepreneurship studies is adequate ingredient for employment creation.
- ii. Determine if the utilization of the courses studied is encouraging employment creation.
- iii. Ascertain if the performances of those without entrepreneurship education are better than those with entrepreneurship knowledge.
- iv. Ascertain if entrepreneurship education should be encouraged in the country’s school system.

### **Review of Related Literature**

#### **Concept of Entrepreneurship**

Obayi, (2015), defined entrepreneurship as the process of doing something new or something different to create wealth for oneself and to add value to society. He further said that the term, entrepreneurship has been used by various individuals at various times to mean various things. Okoro (2009), defined entrepreneurship as the art of starting a new organization or revitalizing mature organizations, particularly new business that is generally in response to identified opportunities. Amaewhule (2014), defined entrepreneurship as the willingness, skill, ability and capacity and drive necessary to harness all the available resources in order to achieve a given

objective. Obayi (2015), says that entrepreneurship remains a vital ingredient for economic development of any nation. Under the free enterprise system business operates in a dynamic environment and success or failure depends on how well their offerings are fair in a competitive market. Individuals therefore have a right to engage in private endeavours provided they operate within acceptable norms.

### **Entrepreneurship Competency**

According to Nwachukwu (2012), competency is the ability to perform a task well, after learning and practicing what has been learnt. Competency is described by BBC English Dictionary as the ability to do something well, effectively and following professional standards. International Labour Organization, ILO (2011), observed that competency, needs is increasing all over the world. Entrepreneurship competence is an integrated skill related to performing entrepreneurial activities adequately and solving entrepreneurship problems. A competent entrepreneur can use his or her knowledge, attitude and skills to cope with difficulties (such as tasks, dilemmas, problems and contradictions arising from the intense competition or changing demands of customers) (Onstenk, 2013). In this sense, Dornelas (2018), formulated elements such as a vision of the future, consistent decision, search for opportunity, dynamism and determination, devotion passion and optimism, independence, good relations, leadership, organization, knowledge, planning, acceptance of calculated risks and creating value for society as the most important characteristics of entrepreneurs.

### **Roles of Entrepreneurship**

Ever since Nigeria independence, industrialization and national development has been a regular feature of various development plan of government. During the first plan period, the objectives of the government include the promotion of growth of industries, which contributes directly and materially to economic growth and thus increase the wealth of the country. Two of the most applauded goals of the National Development plans of the 1970s, are to increase self-reliance in the supply of industrial products and factors inputs and to develop and to support entrepreneurs contribution to value added. The policy trust of the 1980s went a step further by emphasizing on the utilization of local materials.

Entrepreneurs as the engine of growth of the economy and hence the national development, perform the following roles through entrepreneurship: Entrepreneurship determines the specific wants of the people and the nature of goods and services that will satisfy these wants most comfortably. Through entrepreneurship the entrepreneurs' standard of living and that of the entire society are enhanced. The entrepreneurs are in most cases motivated not only by the desire to make profit but also by the need to make material contribution to the communities. Ohaegbulam (2001), in Enebe (2007), identifies that creation of self-employment by the entrepreneurs has helped to reduce the problem of unemployment and other social vices. Entrepreneurs help in the production of goods and services that are very vital to the wellbeing, comfort and happiness of members of the society. Entrepreneurship stimulates rural, economic and industrial development. They contribute to the development of rural and less developed areas.

### **Problems of Entrepreneurship**

Despite all these roles entrepreneurs perform in order to contribute to the nation's economy, they still encounter some difficulties and problems. No wonder William Macfarlane in his book principles of Small Business Management wrote that the field of business probably offers more freedom, many businesses are started each year on a shoestring with little more than money and ambition; since free and opportunity does not guarantee success, thousands of new businesses fail each year; (Ikpo 2012) other factors include:-

- i. Lack of Capital,
- ii. Bad Business Plan,
- iii. Family Factor,
- iv. Poor Management,
- v. Government Agencies,
- vi. Poor Recording,
- vii. Conflicts.

### **Entrepreneurship Education**

Since independence, the educational systems of many African countries have been modeled and remodeled after the systems obtainable in the United Kingdom, France and United States. In effect, exports are usually commissioned as the need arises to give it the focus desired. Once the said system has been promulgated into law, its enforcement is nationwide, without exception parents have no choice, but to channel their offspring through this set pattern. In this process like in the military, things are so configured that students have to respect discipline, while seeking to progress from one stage to the next. There is a course work, at intervals, ends with the writing of an examination. Passes, including academic qualifications are granted to the deserving students (Abdulahi, 2009).

Entrepreneurship or enterprise education is more than the acquisition of knowledge and it must imbue core skills. Schools must prepare students to adapt to the changing demands of the modern economy (National Board for Technical Education, NBTE, 2008), citing the ministerial council on Education, Employment, Training and young Affairs in Australia. NBTE (2008) defines enterprise/entrepreneurship education as: learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves. Enterprise education, according to NBTE (2008), seeks to foster in students;

- i. Creativity, self-reliance, a capacity to respond to change and an ability to generate, recognize and seize opportunities.
- ii. A greater understanding of how the workplace operates.

- iii. The ability to demonstrate initiative and look for new opportunities in the work environment.
- iv. A wider appreciation and understanding of the complexity of community, businesses, and industry enterprises.
- v. The ability to take a greater degree of responsibility for the quality of their work.

### **Entrepreneurial Management**

Entrepreneurial management, according to Drucker (1985), requires policies and practices in four major areas, viz:

- i. The organization must be made receptive to innovation and willing to perceive change as an opportunity rather than a threat.
- ii. Systematic measurement at least appraisal of a company's performance as entrepreneur and innovator is mandatory, as well as built-in learning to improve performance.
- iii. Entrepreneurial management requires specific practices pertaining to organizational structure, to staffing and managing and to compensation, incentives and rewards.
- i. There are some, don't: things not to do in entrepreneurial management.

### **Entrepreneurial Policies**

It is necessary that resistance to innovation be overcome in businesses and other organizations. Innovation must be part and parcel of the ordinary, the norm, if not the routine. Pope Leo xiii 1892, alatin poet referred to a human being as ;rerumnovarumcapidus; (i.e. greedy for new things). Entrepreneurial management should aim at making each manager of the existing business ;rerumnovarumEupidus;. Firstly, innovation rather than holding on to what already exists must be made attractive and to managers. Secondly, the importance of the need for innovation and dimensions of time frame must be both defined and spelt out. Thirdly, there needs to be an innovation plan, with laid out specific objectives. Some four major entrepreneurial policies are identified to be (Obayi et al, 2012):-

- i. There is only one way to make innovation attractive to managers- a systematic policy of abandoning whatever is outworn, obsolete, no longer productive, as well as the mistakes, failures and misdirection of effort.
- ii. The second policy needed to make an existing business ; greedy for new things, is to face up the fact that all existing products, services, markets, distributive channels, process, technologies, have limited-usually short-health and life expectancies.
- iii. The business x-ray furnishes the information needed to define how much innovation, a given business requires, in what areas, and within what time frame.

Systematic abandonment; the business x-ray of the existing business, products, its services, its markets, its technologies; and the definition of innovation gap and innovate an entrepreneurial plan with objectives for innovation and deadlines.

## **Employment Creation**

Mallet (2012), defined employment creation as the process of providing new jobs especially for people who are unemployed. Slater (2012), defined employment creation as a process aims to promote consensus building among employers, government and civil society representatives to help align skills training with market demand. Employment generation focuses on the connection between short term jobs interventions and long term sustainable employment. It reviews lessons and best practices, emphasizing the key issues and challenges involved in transitioning from emergency short-employment (Haider, 2009). Job creation is often at the top of the development agenda for policy makers as well as for social partners and civil society. This is because labor is more than a factor of production. It is an essential element of any development process of wellbeing and social cohesion. Labor is the main asset of people, the type of work people hold is one of the most powerful determinants of wellbeing, as over their life time. Most people spend their time at work (Sterfaro, 2015).

## **Theoretical Framework**

This work is anchored on innovation theory. This theory was introduced by Schumpeter in 1934. In this theory of innovation and power. He believes that entrepreneurs bring about change through the introduction of new technological processes or products. Schumpeter argues that only certain extraordinary people have the ability to be entrepreneurs and they bring about extraordinary events. He disagrees with Weber and other theorists of entrepreneurship that entrepreneurship is a function of social, cultural or religious factors; rather, he believes that individuals are motivated by Atavistic will to achieve power. This theory is in line with McClelland (1961), where he made a comprehensive contribution to the conceptualization of motivators to entrepreneurship development by identifying three types of basic motivating needs which he classified as need for power (n/PWR), and need for affiliation (n/AAF) and need for achievement (n/ACH).

## **METHODOLOGY**

This study adopted survey research design. The sources of data used in the study are both primary and secondary sources. The population of the study comprised of 243 students in entrepreneurial studies department, Michael Okpara University of Agriculture, Umudike and 234 Students of Entrepreneurship Development Centre (EDC), Abia State Polytechnics, Aba. Hence, the population of year one and year two that are currently available in the department. The study adopted the use Taro Yamane formula to arrive at 218 respondents as sample size while random sampling technique was adopted. The instrument for data collection was a researcher designed questionnaire which was face validates by the supervisor and two (2) other experts. The questionnaire was constructed using 5-likert scale of Strongly Agree (SA)=5; Agree (A)=4; Undecided(U)=3; Disagree(D)=2 and Strongly Disagree (SD)=1 while secondary data was employed using journals, magazines, periodicals, seminars and workshop papers. The data were analysed descriptively while the hypotheses were tested using pearson correlation. The software package used for data analysis was Statistical Package for Social Sciences (SPSS) 20.0.

## Data Presentation, Analysis and Discussions

### Questionnaire Distribution and Returns

**Table 1: Distribution of returned and unreturned questionnaire**

Firms	Number distributed	Percentage % distributed	Returned Questionnaire	Percentage % returned	Unreturned Questionnaire	Percentage % unreturned
MOUAAU Entrepreneurial studies department	111	50.9	102	46.9	9	4.1
Abia State Polytechnic, Aba	107	49.1	98	44.9	9	4.1
<b>Total</b>	<b>218</b>	<b>100</b>	<b>200</b>	<b>91.8</b>	<b>18</b>	<b>8.2</b>

Source: Field Survey, 2023

Table 1 shows that out of 218 copies of questionnaire administered, 200 were returned. This means that 91.8% of the targeted respondents filled their questionnaire correctly and returned it, while 8.2% were either not correctly filled or not returned at all. The response rate was adequate which formed the basis of the study.

### Responses to Research Question 1

To what extent is the course content of entrepreneurship studies adequate for employment?

**Table 2: Respondents on the extent of course content of entrepreneurship**

S/No.	RESPONSES	SA 5	A 4	U 3	D 2	SD 1	Total	Mean	Std. Dev.	Remarks
1	Involves developing vision of entrepreneurship intent. .	90	85	30	14	11	243	2.7	0.7	Accept
2	Involves activities and decisions a student need to make in order to achieve its goals	81	49	30	22	18	237	2.3	0.5	Accept
3	Ensures that students are focused on the academic objectives of the institutions.	70	54	34	26	16	250	2.5	0.6	Accept
4	Enhances that institution continuously create burning platform for student to see new enterprise opportunities.	91	80	8	12	9	258	2.6	0.6	Accept

Source: Field survey, 2023

As shown in the Table 2 majority of the respondents strongly agreed that course content of entrepreneurship help in developing vision of entrepreneurship intent, involves activities and decision a student need to make in order to achieve its goals. Ensures that students are focused on the objectives of the institutions. Enhances that institution continuously create burning platform for student to see new enterprise opportunities. However, other respondent opposed the majority and strongly disagreed that course content of entrepreneurship help in developing vision of entrepreneurship intent, involves activities and decision a student need to make in order to achieve



its goals. Ensures that students are focused on the objectives of the institutions. Enhances that institution continuously create burning platform for student to see new enterprise opportunities.

### Responses to Research Question 2

**What to extent is the utilization of courses studied encourages employment?**

**Table 3: Respondents on the extent the of courses studied encourage employment**

S/No.	RESPONSES	SA 5	A 4	U 3	D 2	SD 1	Total	Mean	Std. Dev.	Remarks
1	Focus on the analysis of critical factors that influence long-term success of the entrepreneur. .	81	70	18	22	9	234	2.3	0.5	Accept
2	Ensures that tertiary institutions functions in a manner to promotes entrepreneurship	74	65	21	24	16	241	2.4	0.6	Accept
3	Ensures that entrepreneurship education promotes entrepreneurship activities.	70	61	18	34	17	254	2.6	0.7	Accept
4	Allow the entrepreneur adapt to changing conditions in a competitive environment.	72	67	21	22	18	237	2.3	0.5	Accept

**Source: Field Survey, 2023**

As shown in the Table 3 majority of the respondents strongly agreed that utilization of courses studied focus on the analysis of critical factors that influence long term success of the entrepreneur, ensure that tertiary institutions functions in a manner to promotes entrepreneurship, ensures that entrepreneurship education promotes entrepreneurship activities, allow entrepreneurs adapt to changing conditions in a competitive environment. However, other of the respondents opposed the majority and strongly disagree that utilization of courses studied focus on the analysis of critical factors that influence long term success of the entrepreneur, ensure that tertiary institutions functions in a manner to promotes entrepreneurship, ensures that entrepreneurship education promotes entrepreneurship activities, allow entrepreneurs adapt to changing conditions in a competitive environment.

### Responses to Research Question 3

**What extent is entrepreneurship education better than those without entrepreneurship knowledge?**

**Table 4: Respondents on the extent of entrepreneurship better with knowledge**

S/No	RESPONSES	SA 5	A 4	U 3	D 2	SD 1	Total	Mean	Std. Dev.	Remarks
1	Involves all actions inclined tasks that transform planned direction into reality to enhance objectives performance.	73	64	23	18	22	248	2.5	0.6	Accept
2	Ensures the effect of entrepreneurship education towards performance objective.	80	69	11	24	16	252	2.5	0.6	Accept

3	Develop utilize entrepreneurship skill to achieve enterprise growth	82	70	28	12	8	283	2.8	0.8	Accept
4	Using entrepreneurship skill to actualize innovation	75	61	24	23	17	281	2.8	0.7	Accept

**Source: Field Survey, 2023**

As shown in the Table 4 majority of the respondents strongly agreed that all actions inclined task that transform planned direction into reality, Ensures the effect of entrepreneurship education towards performance objective, Develop utilize entrepreneurship skill to achieve enterprise growth, Using entrepreneurship skill to actualize innovation. However, other respondents opposed the majority and strongly disagree that all actions inclined task that transform planned direction into reality, Ensures the effect of entrepreneurship education towards performance objective, Develop utilize entrepreneurship skill to achieve enterprise growth, using entrepreneurship skill to actualize innovation.

#### Responses to Research Question 4

**What is the effect of entrepreneurship education in the encouragement of the country's school system?**

**Table 5: Respondents on effect of entrepreneurship education in the encouragement of the country's school system?**

S/No.	RESPONSES	SA 5	A 4	U 3	D 2	SD 1	Total	Mean	Std. Dev.	Remarks
1	Increase substantially entrepreneurship education to yield competitive relevance.	80	74	26	8	12	251	2.5	0.6	Accept
2	Monitor and track progress for entrepreneurship programmes and projects	75	63	24	10	28	258	2.6	0.6	Accept
3	Ensures that entrepreneurship programme stays on track in its implementation efforts	82	71	27	13	7	282	2.8	0.7	Accept
4	Provide feedback mechanism that can be used to fine tune the process.	74	66	23	19	18	250	2.5	0.5	Accept

**Source: Field Survey, 2023**

As shown in the Table 5 majority of the respondents strongly agreed that increase substantially entrepreneurship education to yield competitive relevance, Monitor and track progress for entrepreneurship programmes and projects, Ensures that entrepreneurship programme stays on track in its implementation efforts, Provide feedback mechanism that can be used to fine tune the process. However, other of the respondents oppose the majority in strongly disagree that increase substantially entrepreneurship education to yield competitive relevance, Monitor and track progress for entrepreneurship programmes and projects, Ensures that entrepreneurship programme stays on track in its implementation efforts, Provide feedback mechanism that can be used to fine tune the process.

### Test of Hypotheses

Hypotheses testing formed the main focus of this section. The null hypothesis stated in chapter one was tested to accept or reject the hypothesis based on the statistically significance level.

**Decision rule:** *Reject the null hypothesis if the Sig. level (2-tailed) is lower than 0.05 significant level.*

**Hypothesis 1:** There is no significant relationship between the course content of entrepreneurship studies and employment creation.

**Table 6: Pearson Product Moment Correlation Analysis Result showing the significant relationship between the course content of entrepreneurship studies and employment creation?**

		Course Content	Employment creation
Course content	Pearson Correlation	1	.939*
	Sig. (2-tailed)		.004
	N	181	181
Employment Creation	Pearson Correlation	.939*	1
	Sig. (2-tailed)	.004	
	N	181	181

\*. Correlation is significant at the 0.05 level (2-tailed).

**Source: SPSS 20.0**

Table 6 reveals that there is a positive relationship between course content and employment creation. This is evidenced by a coefficient value of 0.939. Statistically, the sig. value of 0.004 which is lower than the acceptable value of 0.05 reveals a significance relationship. We therefore reject the null hypothesis and accept the alternate that there is a positive interaction effect between course content of entrepreneurship studies and employment creation.

**Hypothesis 2:** There is no significant relationship between utilization of courses studied and employment creation.

**Table 7: Regression analysis showing the significant relationship between utilization of courses studied and employment creation?**

Variabe	Parameters	Coefficient	std error	t-value	sig
Constant	$\beta_0$	0.056	0.055	1.017	.05
Courses studied	$\beta_1$	0.080	0.072	1.139**	.015
R-Square		0.718			
Adjusted R-Square		0.690		-	

F-statistics 7.125\*\*

The above shows the coefficient of utilization of courses studied and employment creation. The coefficient ( $R^2$ ) were 0.718 which implies that 71.8% of the variations in dependents variables were explained by changes in the independent variable while 28.2% were explained by changes in the independent variable indicating a goodness of fit of the regression model adopted in this study which is statistically significant at 1% probability level. The coefficient of strategic thinking was statistically significant and positively related to courses studied at 5 percent (1.139\*\*). With p-value = .015 < 0.05 significance level. This implies that there is a significant interaction between utilization of courses studied and employment creation.

**Hypotheses 3:** There is no significant relationship between the performance of those with entrepreneurship education and those without entrepreneurship knowledge.

**Table 8: Pearson Product Moment Correlation Analysis Result showing the significant relationship between the performance of those with entrepreneurship education and those without entrepreneurship knowledge**

		Performance	Entrepreneurship Education
Performance	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.008
	N	181	181
Entrepreneurship Education	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.008	
	N	181	181

\*\* . Correlation is significant at the 0.05 level (2-tailed).

**Source: SPSS 20.0**

Table 8 reveals that there is a positive relationship between performance and entrepreneurship education. This is evidenced by a coefficient value of 0.928. Statistically, the sig. value of 0.008 which is lower than the acceptable value of 0.05 reveals a significance relationship. We therefore reject the null hypothesis and accept the alternate that there is a positive interaction effect between the performance of those with entrepreneurship education and those without entrepreneurship knowledge.

**H04:** There is no significant relationship between entrepreneurship education and country's school system.

**Table 9: Pearson Product Moment Correlation Analysis Result showing the significant There is no significant relationship between entrepreneurship education and country's school system?**

		Entrepreneurship Education	School System
Entrepreneurship Education	Pearson Correlation	1	.917*
	Sig. (2-tailed)		.012
	N	181	181
School System	Pearson Correlation	.917*	1
	Sig. (2-tailed)	.012	
	N	181	181

\*. Correlation is significant at the 0.05 level (2-tailed).

**Source: SPSS 20.0**

Table 9 reveals that there is a positive relationship between entrepreneurship education and school system. This is evidenced by a coefficient value of -0.917. Statistically, the sig. value of 0.012 which is lower than the acceptable value of 0.05 reveals a significance relationship. We therefore reject the null hypothesis and accept the alternate that there is a positive relationship between entrepreneurship education and country's school system

## DISCUSSION OF RESULTS

This study examined entrepreneurship competency education and employment creation (A study of MOUAU and Abia State Polytechnic, Aba). The results from demographic characteristics of the respondents showed that majority of the respondents (56.5%) were female, (84.5%) were single, (39%) were between 21-30 years, (27%) were year 1 students respectively. The results from hypothesis one states, there is no significant relationship between the course content of entrepreneurship studies and employment creation. The coefficient value of 0.939 and p-value= 0.004<0.05 significance level implies that there is a significant interaction between course content and employment creation. Majority of the respondents strongly agreed that course content of entrepreneurship help in developing vision of entrepreneurship intent, involves activities and decision a student need to make in order to achieve its goods, ensures that students are focused on the objectives of the institutions enhances that institution continuously create burning platform for student to see new enterprise opportunities. This is evidence with Agbo (2010), where the said that different rewards such as monetary, personal satisfaction, independence, accrue to the entrepreneur as reward. The results from hypothesis two there is no significant relationship on. The coefficient value of 0.718 and p.value = 0.015<0.05 significance level implies that there is a significant interaction between courses studied and employment creation. Majority of the respondents strongly agreed that utilization of courses studied focus on the analysis of critical factors that influence long term success of the entrepreneur, ensure that tertiary institutions functions in a manner to promotes entrepreneurship, ensures that entrepreneurship education promotes entrepreneurship activities, allow entrepreneurs adapt to changing conditions in a competitive environment. Amaewhule (2014), says that entrepreneurship is the willingness, skill, ability and capacity and drive necessary to harness all the available resources in order to achieve a given objectives. The result from hypothesis three there is no significant relationship between the performance of those with entrepreneurship education and those without entrepreneurship knowledge. The coefficient value of 0.928 and p-value = 0.008<0.05 significance level implies

that there is a significant interaction between performance and entrepreneurship education. Majority of the respondents strongly agreed that all actions inclined tasks that transform planned direction into reality to enhance objective performance, ensure the effect of entrepreneurship education towards performance objective, develop utilize entrepreneurship skill to achieve enterprise growth, using entrepreneurship skill to actualize innovation. This is in line with Agbo (2010), where he said that entrepreneurs incubate new ideas, start enterprise based on those ideas and provide added value to the society based on their independent initiative. The results from hypothesis four there is no significant relationship between entrepreneurship education and the country's school system. The coefficient value of 0.917 and p-value = 0.012 < 0.05 significance level implies that there is a significant relationship between entrepreneurship education and school system. Majority of the respondents strongly agreed that increase substantially entrepreneurship education to yield competitive relevance, monitor and track progress for entrepreneurship programs and projects, ensures that entrepreneurship program stays on track in its implementation efforts, provide feedback mechanism that can be used to fine tune the process. This agree with Nwangwu (2006) where he said that the entrepreneurs, provides planning, organizing, coordinating and general control in all the activities of the business enterprise and that the failure or success of the business depends on him.

## **SUMMARY OF FINDINGS**

### **The findings of the study are summarized thuse**

- i. There is a significant relationship between course content of entrepreneurship studies and employment creation. This suggests that developing vision of entrepreneurship intent and ensures that students and institution continuously create burning platform to see new enterprise opportunities. The correlation coefficient is 0.939 Considering the statistical significance, it is found that the sig. value level (.004) is lower than our significant level of 0.05
- ii. The Regression analysis reveals that there is significant relationship between utilization of courses studied, and employment creation. This means that tertiary institution and entrepreneurship education allow entrepreneurs adapt to changing condition in a competitive environment. The correlation coefficient value is 0.690. Considering the statistical significance, it is found that the sig. value level (.015) is lower than our significant level of 0.05.
- iii. The Pearson correlation reveals that performance has a positive and significant relationship with entrepreneurship education. Here, all action inclined tasks that transform planned direction into reality and using entrepreneurship skill to actualize innovation. The correlation coefficient value is 0.928. Considering the statistical significance, it is found that the sig. value level (.008) is lower than our significant level of 0.05.
- iv. It could be observed that entrepreneurship education has a positive relationship with school system. This suggests that entrepreneurship program stay on track in its implementation efforts and monitor and track progress for entrepreneurship programs and projects. The correlation coefficient is 0.917. Considering the

statistical significance, it is found that the sig. value level (.012) is lower than our significant level of 0.05.

## CONCLUSION

Successful entrepreneurship may be as simple as demystifying the mind of the entrepreneur and teaching those with a penchant for business how to think differently about their environment, practicing entrepreneurs are not successful by what they do. What they already know is paramount. The trick is learning how to leverage that knowledge into a successful business. Since early 1980's Nigeria has a history of economic stagnation that has led to decline in white collar jobs. The inclusion of entrepreneurship course in all discipline will to a great extent, assist in solving this problem of unemployment and underemployment. Entrepreneurship is essential for rrapid and sustained economic growth and development. It creates the required manpower and skills necessary for accelerated growth, reduce unemployment and poverty. It is, therefore, strategic and wise for developing nations to assign a significant and increasing role to entrepreneurship in their effort to revamp their economy and promote global prosperity.

## RECOMMENDATIONS

Based on the exploratory survey of this study, the research makes the following recommendations:

- i. Government at all levels should often organize well-articulated and moderated workshops, seminars and conferences on entrepreneurship programmes for teachers and students in tertiary institutions.
- ii. The identified entrepreneurship competencies should be incorporated into the education programmes of tertiary institutions so that they could be used to prepare the students for entrepreneurship.
- iii. The government needs to create an investor-friendly environment encompassing stable macro-economics policies.
- iv. Government needs to address urgently the dilapidated infrastructural facilities in developing nations, starting with the power sector, roads and railways, provide adequate security and give every citizen the sense of belonging.

## REFERENCES

- Affam, A.C. (2004). Entrepreneurship Education: Panacea for mass unemployment in Nigeria. *African Journal of Continuing Education* 2(3), 27-33.
- Amaewhule, W.A. (2014). *An introduction to vocational educational and administration*, Owerri: Livics publishers.
- Anthony U.O., Virginia, A.O., & Chinwe, E.O. (2012). *Entrepreneurial Dynamics*. 36 Ejiaku Street Owerri: *Equity Ventures in Conjunction with Mega Atlas Projects Limited*.

- Anthony, U.O. (2015). *Dimensions of Entrepreneurial Thought Sublimity*. Ogui New Layout Enugu: De-Verge Agencies Ltd.
- Dornelas, J.C.A (2018). *Empreendedorismo: transformando ideias em negócios (Entrepreneurship: turning ideas into business)*. Rio de Janeiro: Elsevier.
- Isike, B.S. & Overkaemo, J.A. (2008). *The future of Entrepreneurship Education*. Enugu: Jonas Printers.
- Kizner, I. (1979). *Perception, Opportunity and profit studies in the Theory of Entrepreneurship*. Chicago: University of Chicago Press.
- Koch, C. (2014). Rise of the intrapreneur. Director magazine. Available at: <https://www.director.co.uk/> (Accessed August 29, 2015).
- Madu, M.C., Uzoechi, F.C., Agu, C.N. & Kanu, I.N. (2000). *Introduction to Modern Business Owerri*: Springfield Publisher.
- Margaret, J. (2022). Self-Employment. Cfi. Available at: <https://www.Ratefinanceinstitute.com> (Accessed December 23, 2022).
- Marshall, C. and Gretchen, B.R. (1999). *Designing Qualitative Research*. 3<sup>rd</sup> Ed. London: Sage Publications. P.115.
- Maya, D. (2022). Self-Employment: Definition, Types and Benefits. Available at: <https://www.investopia.com> (Accessed December 23, 2022).
- Nwachukwu, E.C. (2012). *African Capitation: A case study of Nigeria Entrepreneurship*. Retrieved from <http://boats.hope.edu> on 2/10/2012.
- Nwoha, E.C. & Okpanachi, J. (2014). *Entrepreneurial development*. Jos: Nigeria College of Accountancy.
- Obayi, A.U. (2015). *Lecture mimeograph on principles of Marketing*. Department of Business Education, Institute of Management and Technology.
- Okenwa, C.P. (2015). *Entrepreneurship development in Nigeria*. Enugu snap press ltd.
- Okoro, B.C. (2009). *Entrepreneurship and Vocational Technical Education: A contemporary challenge and the way forward*. Awka: Divine Pres.
- Okoye, C.C. (2011). *Entrepreneurship in Nigeria: Concepts. Theories and Practice* Enugu: Computer Edge Publishers.
- Onstenk, J. (2013). Entrepreneurship and Vocational Education, *European Educational Research Journal*.



Stefano (2015). Development and Employment: *A mutual relationship*, *International Encyclopedia of the Social & Behavioural Science*(*Second Edition*).